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ABSTRACT

This practicum report describes design and development of a handbook to help undecided students at the State University of New York College at Purchase explore possible choices of major fields of study. In order to determine what elements should be included in the handbook, a search of the literature on handbook content and development process and a solicitation of input from the director of career development and the vice president of student affairs were conducted as well as a review of sample handbooks from several small, liberal arts institutions similar to Purchase. The importance of planning in developing a handbook was demonstrated as was the value of clear communications between all impacted individuals. The handbook itself is appended. It includes sections on: the school's mission and philosophy; self-awareness and life objectives; a description of 23 majors and related careers; information on procedures for declaring or changing a major; and suggestions on getting to know one's faculty advisor and sources of further advice. (31 references) (JB)

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THE DEVELOPMENT OF A HANDBOOK FOR THE UNDECIDED MAJOR AT THE STATE UNIVERSITY OF NEW YORK COLLEGE AT PURCHASE

Emergence of Higher Education in America

by

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State University of New York, College at Purchase

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Regional Cluster

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A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

December, 1991

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Abstract of a Practicum Report Presented to Nova University
in Partial Fulfillment for the Requirements for the
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THE DEVELOPMENT OF A HANDBOOK FOR THE UNDECIDED MAJOR
AT THE STATE UNIVERSITY OF NEW YORK
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December, 1991

The purpose of this project was to develop a handbook for the undecided major at the State University of New York, College at Purchase (SUNY/Purchase). The college did not have a formal handbook or guide for undecided students to explore possible major choices. All prior brochures and literature for undecided majors have been out of date since 1984.

The question for this development study was: What elements should be included in SUNY/Purchase's handbook for undecided majors? The procedures used to determine the handbook elements included: a search of the literature to delineate handbook content and development process; the solicitation of input from the director of career development and vice president for student affairs; and a review of sample handbooks obtained from several small, liberal arts institutions similar to SUNY/Purchase.

As a result of this development study, the final handbook included a cover letter, stated mission and philosophy, and procedures and guidelines to effectively help students explore

and choose a college major. The director of career development has found it to be useful and practical. Several undecided major students have found it to be very informative.

It was concluded that planning is an essential ingredient in developing a handbook for undecided majors as well as in the overall success of an outreach program to these students. Clear communications between all individuals impacted by this emerging trend of growing numbers of undecided majors must exist. All campus student personnel should participate in identifying and helping undecided majors choose a major.

It was also concluded that language in the handbook must be in sync with that of other student related literature. It must be geared towards the undecided student and relate to the process of decision making. Advisors and administrators should be sensitive to students indecision and work patiently to guide them to choosing a major.

Recommendations for developing a handbook for the undecided major include: (1) clarify the relationship between undecided majors and the career development office; (2) ensure consistency between the college and handbook mission, philosophy, and objectives; (3) seek input from the entire student personnel staff; (4) provide clear documentation of how effective the handbook will be in addition to the workshop for undecided majors; (5) and include the handbook as a strategy for the overall student retention on campus.

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Chapter 1

INTRODUCTION

Background and Significance

The State University of New York, College at Purchase (SUNY/Purchase) is a small, liberal arts, state institution. Since 1987, one third of the entering freshman at SUNY/Purchase entered as undecided majors. Except for a few, the majority have gotten lost within the advising system and eventually left the college. With this emerging trend noticed by the vice president for enrollment management, a top priority was placed on the office of career development to address the issue by developing an outreach program for undecided majors. As part of this outreach program, the development of a handbook for undecided majors to complement a workshop was initiated.

The purpose of this practicum was to develop a handbook for the undecided major at SUNY/Purchase. The handbook consists of a cover letter, stated mission, philosophy, procedures and guidelines to help students explore major choices.

Prior to this project, students were confused about obtaining academic advising and the process of declaring a major. They did not have an understanding of exploring major choices or the function of the career development office. Equally as important, faculty advisors and other student personnel were uninformed of the guidance of these students

and the formal procedures related to declaring a major. The development of this handbook has provided direction for all those involved with undecided majors.

Conclusions obtained from the literature review that provided the foundation for this practicum include: evidence that undecided majors are a growing concern to colleges and universities throughout the country, the need to identify undecided majors early in their college career is essential, and the furnishing of some type of outreach program for undecided majors is imperative for college retention. Also, found in the literature, the need for clear communications between all individuals involved with the handbook development is necessary. In addition, project initiation, ongoing assessment, and final evaluation of the handbook are some concerns for the success of an outreach program.

The practicum related to the "Emergence of Higher Education in America" seminar which covered emerging trends and issues within American higher education. The emphasis in this seminar was to study higher education in a historical perspective relative to today's postsecondary arena. This practicum was both relevant and timely, as the purpose of the handbook for undecided majors is part of the plan for an outreach program for undecided majors at SUNY/Purchase.

Research Question

The question for this development study was: What elements should be included in SUNY/Purchase's handbook for

undecided majors? Procedures used to determine the elements and development process began with a literature review.

Chapter 2

REVIEW OF THE LITERATURE

ERIC documents, educational journals, textbooks, and handbooks for undecided majors developed at other institutions clearly support the notion that a handbook is essential at SUNY/Purchase. The literature review focused on the facets of handbook content and developmental process. The predominant facets were found to relate to the areas of communication, inclusion of all student personnel staff and defining necessary guidelines for handbook development. These areas by no means are intended to exhaust those offered in the literature.

Evidence

Evidence is clearly reported in the literature that an outreach to undecided majors is imperative. Jackson (1987:12) states that "a handbook intended for undecided college students will provide a learning process for making effective decisions and the ability to apply that process to choosing an appropriate major and related career decision." Goodson (1981) observes that students with declared and undeclared majors equally need guidance and more detailed information on choosing the right college major.

Others argue that the integration of a liberal arts background with career development and major choice programs

are necessary for the development of the whole person. Goodson (1982) reports that various types of handbooks and career classes to aid students with undecided majors choose their college major have proven to be effective.

Pickering (1986) contends that undecided students tend to defer career decisions and fail to seek career planning services until late in their college careers and that an outreach to undecided students earlier would be effective. Wiener (1983) warrants that decided majors have higher work orientations toward their studies while undecided majors have lower work orientations towards their studies, raising implications for career counselors.

Planning

The literature is rich with information relating to the planning of development projects in education. The literature includes information pointing to the absence of planning as the cause for program failure. Tindall (1989:15) states that "effective development programs must have comprehensive planning and evaluation in place". Rosenbaum & Louis (1981) find that planners must set up guidelines specific to implementation and must set up ways of continuing innovations.

The need for clear objectives is indicated in the literature. Brookfield (1987) discusses the necessity for making the objectives of the development program public. Lieberman & Miller (1984) note that clarity of project goals

is important in the implementation of projects. Little (1986) discusses the need to connect staff in the development of programs.

In discussing the importance of mission and goals, Loucks-Horsley et al (1987) report that the mission statement of goals and beliefs regarding project development is another important structural element. The mission statement and goals of the outreach program are very important in the initial development of the handbook.

Communication

Program design must be communicated. Bishop (1987:46) states that the "communication of development plans are instrumental to achieving goals". Communication among all student personnel will enhance the overall success of the outreach program and handbook development. The shared ideas and consensus of handbook components will result in the success of its development.

Crandall (1983) discusses the need for the person responsible for development efforts to be articulate, charismatic and a clear communicator. Nevi (1988) warrants that effective communication between staff take place if the program is to be effective. Lastly, Fullan (1982) observes that people need specific ideas, sounding boards, and social support during project development.

Review of Handbooks for Undecided Majors

A review of handbooks from six institutions throughout the northeast have provided data for development. Marymount College of New York (1991) addresses this issue of undecided majors. The college's handbook, Major Concerns, provides career options in relation to choosing a major. The handbook of SUNY/Oswego, New York (1991) encourages undecided majors to participate in workshops for choosing a college major. Iona College of New York (1991) encompasses several self-awareness activities within their handbook for undecided majors. As part of the handbook content at Fairfield University of Connecticut, (1991) seven criteria for effective decision making to help students build choice awareness are incorporated. SUNY/Plattsburgh of New York (1991) entail a vocational interest inventory within their handbook. Rider College of Lawrenceville, New Jersey (1991) provide a handbook to all faculty who advise undecided majors.

This review of handbooks from other institutions supports testimony that this issue of undecided majors is an occurring trend. It also provides models for replication in the development of SUNY/Purchase's handbook.

Retention Strategy

Fuqua (1983) states that "career indecision among college students is more noticeable on campuses and an awareness of this need should be recognized by college student personnel as this dilemma grows." As a retention strategy, SUNY/Purchase

is addressing this issue by initiating and implementing an outreach program for undecided majors. McClain & Sartwell (1983) report that fifteen percent of the fall 1983 freshman at Salem State College withdrew as a result of undeclared majors.

Glover (1990) supports the notion that student retention is as much of a priority as student recruitment. Dunphy (1987:39) states that "retention research shows that the highest amount of attrition occurs around the freshman year and that freshman-year programs designed to support students in their academic development have helped institutions in retaining students." Lettman (1986) contends that as part of a retention plan at Sinclair Community College, the development of a career and major choice orientation program was implemented. Smith (1986) studied the extent to which institutions provided retention efforts as part of their overall strategic plan. As part of SUNY/Purchase's strategic plan, the addressing of this issue of undecided majors includes the development of an outreach program and handbook.

Handbook Development

Kintzer (1983) examined directions currently evident in the purpose, content, style and format of handbooks and manuals from 212 two-year colleges in 39 states. Suggestions include the following: offer information on development activities and program purpose; develop specialized handbooks for particular groups; provide information on policies and

regulations related to the program; and maintain an informal and straight forward style.

Smith (1988) contends that to be maximally effective, manuals must be developed at the individual facility in which the development is taking place. A summary of Smith's publication are as follows: manuals need to be mirrors of the development programs; must provide clear documentation of how the program will meet the needs of participants; may be easiest and cheapest to use a photocopy machine to duplicate the original typed document; plan to evaluate the manual at least once a year; make sure that the style conventions are uniform; to be worth the effort, and lastly, the manual must be used.

Fielding (1985) emphasizes that the content materials must be meaningful to the reader, that is, they must be both substantively sound and practical. The State University of New York, Albany (1980) illustrated in the development a handbook, the inclusion of a welcome letter, an outline of policies and procedures, and other guidelines as well as the college mission.

Conclusions

Conclusions sustained from the above literature review illustrate that planning and communication are essential components in the development of a handbook for undecided majors. Clear communications between all student personnel staff must exist. The examination of handbooks from other

institutions may help in the development of SUNY/Purchase's handbook. As part of the retention strategy, the need to address this emerging trend is also integral to the future of SUNY/Purchase. The analysis of the development process and review of model handbooks is also essential to the total effectiveness towards the outreach effort to undecided majors.

Guidelines relevant to the actual handbook development include, but are not limited to: handbook mission and philosophy, outlining procedures; using a consistent style throughout; and obtaining input during the drafting process.

Chapter 3

PROCEDURES

The question for this development study was: What elements should be included in SUNY/Purchase's handbook for undecided majors? The procedures used to determine appropriate handbook elements included the following in chronological order.

A complete search of the ERIC documents and journals relating to career development and major indecision was reviewed for content. Also, a review of handbooks from other institutions were examined as models for replication. Several college student personnel were contacted for input of the handbook for undecided majors.

Information and guidelines obtained from the handbook committee members were gathered from three meetings that discussed mission, components, and development. The review of

handbooks from several other institutions were also discussed in the meetings. This provided suggestions and guidelines for the handbook development. The completed handbook was distributed to staff and reviewed by the vice president for student affairs, the director of career development, and faculty advisors. A copy of the handbook for undecided majors can be found in Appendix A.

Definitions

The terms undecided major, undeclared major, and career indecision are synonymous in the literature and for the purpose of this practicum. An "undecided major" at SUNY/Purchase is any entering freshman or current sophomore that has not officially declared a major within the registrar's office.

Assumptions

In this study, an assumption was made that once the handbook for undecided majors was developed, it would be used at SUNY/Purchase. A second assumption was that the handbook would enhance the effectiveness of SUNY/Purchase's outreach program for undecided majors.

Limitations

One of the limitations of this study is that use of the handbook for undecided majors may be limited to SUNY/Purchase as the handbook will exclusively be created with SUNY/Purchase's college majors in mind. Another limitation is that the handbook will be generic, in the sense that it is

intended for use by all undecided majors, but may be used by declared majors transferring from one major to another.

Chapter 4

RESULTS

From the literature, thirty-one sources were reviewed for information pertaining to the content of handbooks for undecided majors. Also, the process for handbook development was obtained from the literature. Appropriate ERIC documents and educational journals were identified by a computer search using identifiers "career development," "college majors," "career indecision," "career counseling," "retention strategies," "four-year institutions," "handbook development," and "manual development."

Six handbooks for undecided majors from the following educational institutions were reviewed: Marymount College in Tarrytown, New York; SUNY/Oswego in Oswego, Iona College in New Rochelle, New York; Fairfield University in Fairfield, Connecticut; SUNY/Plattsburgh in Plattsburgh, New York; and Rider College in Lawrenceville, New Jersey.

In addition, the following college student personnel having primary responsibility for input were contacted by telephone and supplied advice and suggestions: directors of career development at SUNY/Purchase, SUNY/Oswego, and SUNY/Plattsburgh; directors of admissions at the University of the Ozarks, Westchester Community College and the University of New Haven; and lastly, the university president at the

University of the Ozarks. All provided substantial recommendations in the development of the handbook for undecided majors at SUNY/Purchase.

Three meetings with the handbook development committee were attended. At the first meeting, a description of the development project was narrated and suggestions for handbook content solicited. The list of content suggestions provided by the committee included: stated mission, guidelines, and procedures for declaring a major. At the second meeting, a review of the draft handbook was examined by the committee for revisions as deemed necessary.

Minor revisions were made by the committee. The rough draft of the handbook was forwarded to a college typist and then proof read once by the author and the director of career development. Binding of the handbook was done by the campus printing office and the expenses incurred were absorbed by the career development office.

The third meeting was a presentation of the final product to the committee and the faculty advising group for undecided majors. Discussions included purpose, function, usage, and benefit of the handbook in advising undecided majors.

During the regularly scheduled faculty meeting, handbooks were distributed by the vice president for student affairs to all college faculty in attendance. The contents of the handbook were reviewed and a question and answer period followed. Handbooks were placed in the mailboxes of faculty

not in attendance at the meeting. A cover letter was enclosed with the handbook with a brief description of its function as part of a college retention plan and outreach program for undecided majors.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The handbook for undecided majors, Major Choices at SUNY/Purchase, was intended to be comprehensive and practical. A commitment to draw upon the best available ideas and procedures for developing the handbook was launched. To help assure that the contents of the handbook would be substantively sound and practical, the input from college student personnel from other educational institutions as well as SUNY/Purchase was indispensable. This strategy allowed for the knowledge of experts as well as practical insights. Only time will bear the meaningfulness of the product.

As was indicated in the literature, the handbook progressed through distinct phases of development. These phases included: conceptualization and design; initial draft of selected documents; revision; and preparation of a complete draft; and final review and revision.

Indicated in the literature, communications with those directly involved in the handbook development, and the inclusion of input from staff and employees was an effective

means for planning and implementing handbook content. Project initiation and final evaluation by the handbook committee was also invaluable to the completion of the project. The guidelines used for handbook development and content were consistent with that described in the literature.

Conclusions

It was concluded that to be effective, long-range planning is essential to any development project. Clear communications between all individuals involved in the handbook development process must exist. All college student personnel should participate in the handbook activity. Language in the handbook must be consistent with that of other student related brochures and literature. One person should coordinate the handbook development. This ensures consistency of information. The handbook should be designed to meet the personal needs of the undecided major at SUNY/Purchase as well as to strengthen the institution.

Implications

To be effective, handbooks for undecided majors should be developed at the institution where the development activities are initiated. The person responsible for coordinating handbook development should be someone involved in the outreach program for undecided majors.

The handbook should provide clear documentation of how the undecided major should pursue self-awareness, major choices, and career paths. The handbook for undecided majors

can contribute to the institution's overall retention strategy as well as provide a service to the students.

The mission, philosophy, and objectives of the outreach program for undecided majors must flow from the college mission. If they are not in sync, students will recognize the inconsistencies and question the validity of the handbook.

The assurance that all those involved in, or impacted by, the development of the handbook are given the opportunity to comment on the draft documents will give student personnel a sense of ownership of the finished product. This lessens the confusion about what the mission, goals, and objectives of the development project are.

Recommendations

Recommendations for developing a handbook for undecided majors include, but are not limited to, the following: (1) clarify the relationship between the career development office and students; (2) ensure consistency between the college mission and the handbook mission; (3) request input relative to handbook contents from all individuals involved in, or impacted by, undecided majors; (4) include strategies for annual updating of the handbook; (5) and provide clear documentation of how the handbook is meeting the needs of the undecided majors and the college.

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APPENDIX A

HANDBOOK FOR UNDECIDED MAJORS

CHOOSING THE RIGHT MAJOR

MAJOR CHOICES AT SUNY/PURCHASE

Welcome to SUNY/Purchase!

As an undecided major, this handbook is your tool to explore college major choices. It complements the several workshops offered on choosing a major. We encourage you to attend a session and explore all major possibilities.

This handbook will provide you with a full description of all the college majors at SUNY/Purchase in relation to a possible career. It will also help you discover inner abilities and interests.

We hope this handbook will provide some direction towards choosing the right major for you at SUNY/Purchase. If you have any questions or need advice about any of the college majors, please ask us. Lets keep the lines of communication open and please take advantage of our assistance.

The Office of Career Development
Student Center South

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MISSION AND PHILOSOPHY

The essence of SUNY/Purchase is creativity and individualism. SUNY/Purchase seeks to realize that the synthesis of the arts and liberal arts are vital to humane civilization. It aspires to engender and strengthen in its students and its faculty the spirit of original, bold, and imaginative inquiry, exploration, and achievement that defines the genuinely educated person. As a cultural, artistic, and intellectual resource, SUNY/Purchase is committed to enhance the lives of all its constituents.

SUNY/Purchase is motivated by the conviction that the artist and the scholar are both indispensable to an enlightened democratic society, and it therefore seeks to produce artists who are broadly knowledgeable and scholars who truly appreciate the arts. The variety of degree programs offered at SUNY/Purchase reflect this mission.

As an undecided major at SUNY/Purchase, some inner abilities and strengths are yet to be discovered through your exploration of academic interests. In relation to the college philosophy, the mission of this handbook, Major Choices, is to provide you with guidance, direction, and a full exploration of your inner abilities and interests towards pursuing the college major of your choice at SUNY/Purchase.

SELF-AWARENESS AND LIFE OBJECTIVES

As an undeclared major at SUNY/Purchase, many thoughts, questions, and interests may have crossed your mind. The questions which follow can help you focus on a possible major selection. You may feel embarrassed or self-conscious when you first consider these questions. However, an honest and thoughtful self-evaluation can reveal what you should look for in a major. If you are willing to look seriously at yourself, you can find the college major which is right for you and succeed within that degree program.

A. **Your Goals and Values:**

1. What aspects of your high school years have you enjoyed the most? Have you missed anything since then? If you could live this period over again, would you do anything differently?

2. What values are most important to you? What do you care most about? What concerns occupy most of your energy, efforts and thoughts?

3. How do you define success? Are you satisfied with your accomplishments to date? What do you want to accomplish in the years ahead?

4. What kind of person would you like to become? Of your unique gifts and strengths, which would you most like to develop? What would you most like to change about yourself?

5. Is there anything you have secretly wanted to do or be? If you had a year to go anywhere and do whatever you wanted, how would you spend that year?

6. What events or experiences have shaped your growth and way of thinking?

B. **Your Education:**

1. What are your academic interests? Which courses have you enjoyed the most? Which courses have been most difficult for you?

2. What do you choose to learn when you can learn on your own? What do your choices show about your interests and the way you like to learn?

3. How do you learn best? What methods of teaching and style of teaching engage interest?

4. How much do you genuinely like to read, discuss issues and exchange ideas? What has been your most stimulating intellectual experience in recent years?

5. How well have you worked up to your potential? Is your academic record an accurate measure of your ability and potential?

6. Are there any outside circumstances which have inspired you towards a possible college major or career path? Consider such factors as: part-time jobs, family members careers, teachers influence?

C. **Your Activities and Interests:**

1. What activities do you enjoy outside the daily routine of classes? Which activities have meant the most to you?

2. Do your activities show any pattern of commitment, competence or contribution?

3. How would you describe your role at SUNY/Purchase? What do you consider your most significant contribution?

4. After a long hard day, what do you most enjoy doing? What do you do for fun? For relaxation?

D. **The World Around You:**

1. How would you describe your family and hometown? How has your environment influenced your way of thinking? How have your interests and abilities been acknowledged or limited by your environment?

2. What do your parents and friends expect of you? How have their expectations influenced the goals and standards you set for yourself? What pressures have you felt to conform?

3. What has been the most controversial issue in your community? How does the issue concern you? What has been your reaction to the controversy?

4. Have you ever encountered people who thought and acted differently that you did? What viewpoints have challenged you the most? How did you respond? What did you learn about yourself?

E. **Your Personality and Relationships with Others:**

1. How would someone who knows you well describe you? Your finest qualities? Your most conspicuous shortcomings? Would you agree with their assessments? How have you changed during your time at SUNY/Purchase?

2. Which relationships are most important to you and why? Describe the people whom you consider your best friends?

3. How are you influenced by others who are important to you? How do you react to failure, disappointment or criticism?

4. How do you feel about choices and making decisions for yourself? What are the best decisions you have made recently? How much do you rely on direction, advice or guidance from others? Have you chosen anything because it was new or interesting?

F. **Your Life Objectives:**

1. What satisfaction and frustration do you expect to encounter in the future? What worries you the most? What do you hope to gain at SUNY/Purchase?

2. Why do you want an education? Why are you attending college?

3. How do you want to grow and change in the next few years?

4. Which interests do you want to pursue at SUNY/Purchase?

5. What talents, abilities or expertise will you be able to contribute to society upon graduating from SUNY/Purchase?

After carefully and insightfully answering these questions to yourself, you may have a better perception of what type of person you are. You may be creative, argumentive, passive, aggressive, or even philosophical. What ever you discover through this self-awareness exercise, it may provide some direction to a possible major choice. What ever discoveries you uncover, discuss it with someone in the Career Development Office or at one of the College Major Workshops.

SUNY/PURCHASE MAJORS

COLLEGE OF LETTERS AND SCIENCE

Art History Majors receive extensive training in the critical techniques of the field while acquiring a broad background in the history, development, and formal issues of art. Career options for an art history graduate include:

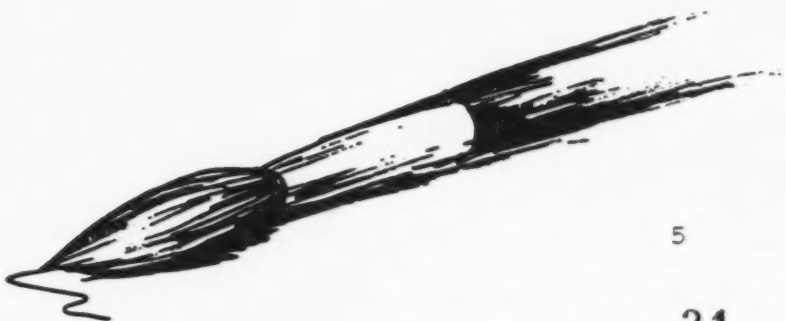
Advertising assistant
Antique dealer
Antique restorer
Art appraiser
Art critic/writer
Art education specialist
Art publisher
Museum or gallery assistant
Historical restoration interpreter

History Majors gain a broad liberal arts education and can serve as a foundation for careers in numerous professions such as:

Corporate historian
Editor
Human resources manager
Museum administrator
Foreign service officer
History teacher
Management Consultant

Language and Culture Majors receive comprehensive study in French and Spanish, as well as courses in Greek, Latin, and Hebrew. Acquiring fluency in a language, students are introduced to varied aspects of the language's cultural context. Career options for language graduates include:

Airline employee
Bilingual education coordinator
Cultural exchange assistant
Foreign language teacher
International business representative
Interpreter
Translator
Travel agent



Literature Majors study the major works of English, American, and European literature. The heart of the program is the analysis of texts. Majors become familiar with literary history and the range of genres, and pursue some specific area in depth. Career options for literature graduates include:

Book editor
Bookseller
Copy editor
Proofreader
Publicist
Publishing representative
Writer
Librarian

Philosophy Majors develop critical and dialectical skills. Majors are expected to come to appreciate the interrelationships between philosophical investigations and other academic disciplines. Career options include:

Affirmative action officer
Campus ministry associate
Hospital staff consultant
Human resources manager
Legislative research assistant
Missionary work
Public policy consultant

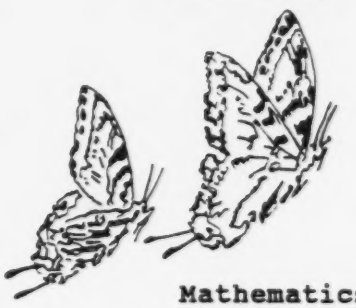
Biology Majors focus on the origin and evolution of living organisms, the molecular mechanics of heredity, the processes of disease, and the extraordinary technologies for the creation of useful new characteristics in microorganisms, plants, and animals. Career options include:

Alcoholism program coordinator
Biological aide
Biological photographer
Botanist
Forester
Laboratory technician
Medical illustrator
Science writer
Research assistant

Chemistry Majors study all conceptual areas of modern chemistry, including organic, physical, biological and environmental. Students are provided with a foundation for both the scholarly independence demanded by a chemistry career. Career options include:

Pharmaceutical sales
Pharmaceutical production specialist
Consumer information specialist
Crime lab analyst
Pollution control specialist
Food chemist
Industrial hygienist

Environmental Science Majors gain understanding of living systems, and then investigate into the physical, social, political, and economic environment within society functions. Career options as an environmental science major include:



Ecological planner
Park ranger
Occupational health officer
Environmental education specialist
Environmental project coordinator
Lobbyist with environmental organization
Sanctuary ecologist
Soil scientist

Mathematics Majors develop an acute awareness of the increasingly important role of mathematics. Majors may specialize in applied mathematics and computer science as well as pure mathematics. Career options include:

Actuarial trainee
Auditor
Computer programmer
Engineering trainee
Insurance agent
Market research analyst
Statistician
Surveyor
Stock broker

Physics Majors obtain training in diverse fields of study in such areas as relativity, quantum theory, nuclear and particle physics. Career options include:

Fluids physicist
Health physicist
Laser physist
Chemical physicist

Psychology Majors grasp how human behavior, experience, and biological structures and functions are related. Majors learn about cognition, language, personality, and neuro-psychology. Career options include:

Social agency administrator
Caseworker
Criminologist
Personnel assistant
Counselor
Researcher
Public relations representative

Anthropology Majors study the comparative, world wide past and present peoples and cultures. Majors receive an education in the methods and skills of anthropology and a broad based preparation for graduate work or careers. Career options include:

Foreign service officer
Government researcher
Cultural resource agency assistant
Physical anthropologist
Archaeological technician
Urban planner

Sociology Majors study the structures and the role of the individual in society. Majors are given a strong foundation in the theory and the application of sociology. Career options include:

Housing specialist
Health care administrator
Community organizer
Demographer
Placement counselor
Personnel management trainee
Social agency worker
Law enforcement officer

Economics Majors gain an understanding of economics and the broad social and political context of economic activity. Majors are given the necessary training to pursue graduate work or a variety of professions that include:

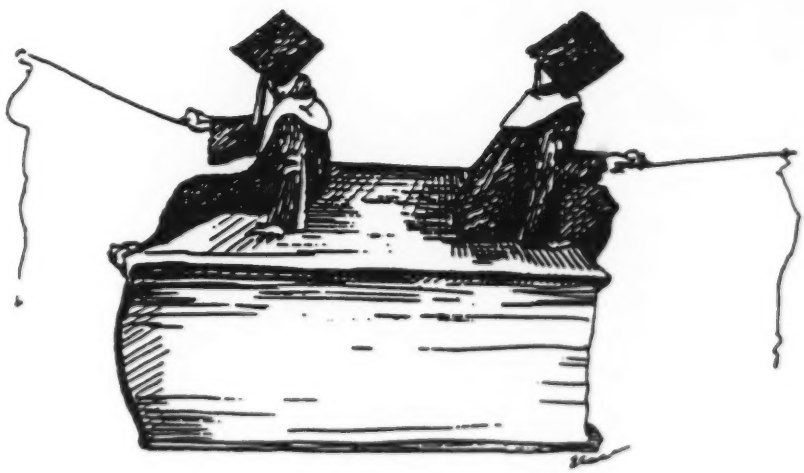
Chamber of commerce representative
Customs officer
Market research analyst
Financial planner
Financial investment analyst
Labor relations specialist
Investment account executive

Political Science Majors study classical and modern political theory, public law, research methods, international relations, comparative studies and topics in public policy. Career options include:

Public interest researcher
Public relations specialist
Elected official
Business/trade writer
International relations specialist
Law enforcement officer
Legislative aide
Lobbyist

Interdisciplinary Studies Majors construct a degree program within the framework of a traditional major, either by following individually created programs or participating in established minors or interdisciplinary concentrations. Examples of interdisciplinary programs include:

American Studies
Drama Studies
Legal Studies
Social Sciences and the Arts
Women's Studies



Dance Majors experience an emphasis on performance and choreography. Courses in music, dance history, dance production and improvisation provide the foundation upon which each dance student builds a personal artistic vision. The curriculum offers the serious and dedicated dance student professional training in classical ballet and contemporary modern dance training. This degree leads to the B.F.A. degree. Career options include:

Dance teacher
Choreographer
Professional ballet dancer
Performing guest artist
Dance company owner

Music Majors encompass a comprehensive musical education. Performance and composition are the basis of the curriculum. The program provides through grounding in musicianship, theory, ear training as the solid foundation for a professional career in music. This degree leads to the B.F.A. degree. Career options include:

Music teacher
Professional musician
Choir teacher
Orchestra participant
Opera participant

Theatre Arts and Film Division provides professional and cultural training to prepare students in careers in Theatre and Film. The Theatre Arts program is one of five member schools in the Consortium of Professional Theatre Training Programs. Career options include:

Professional broadway actor/actress
Community play director
Community theatre producer
College theatre instructor
Television actor/actress

Acting Majors prepare for a career in the professional theatre and related media. As part of the B.F.A. degree, a strong and strict emphasis is placed on students talents. Career options include:

Professional broadway actor/actress
Television actor/actress
Community theatre actor/actress

Design/Technology Majors emphasize on studio/classroom training under the guidance of established working professional. Students learn every aspect of theatre and design production. This degree leads to the B.F.A. Career options include:

Production artist
Scene shops in NY and Hollywood
Technical director
Technical designer

Film Majors encompass intensive training in all aspects of filmmaking and develop significant skills in directing, cinematography, editing, production, script writing, and film analysis. This degree leads to the B.F.A. degree. Career Options include:

Public theatre
Metropolitan opera
Off-Broadway production
Television and Film
Industrial trade shows

Visual Arts Majors may concentrate in graphic design, painting/drawing, printmaking, photography, 3D sculpture, and media. The degree leads to the B.F.A. The purpose of the program is to provide an educational atmosphere in which students and artists work together and test their ideas and learn. Career options include:

Gallery and museum work
National publications
Art direction
Graphic and corporate design
Studio artist

HOW TO DECLARE A MAJOR

Investigate the possible major choices. Read your catalog from cover to cover. This is the best way to familiarize yourself with the regulations for your SUNY/Purchase coursework and with the nature of the various disciplines. If you check off all the courses which interest you, you may discover a field of interest that you hadn't contemplated before.

Gather forms from the Registrar's Office on declaring a major. By the time students have completed 57 credits, they are expected to choose a major. Before declaring a major, a student must have completed two courses in the prospective Board of Study with a grade of "C" or better. Set up an appointment with a department chairperson and discuss possible major prerequisites. For example, the School of Arts may require special portfolios and auditions.

Declare a major and find an advisor. Once you have determined what you would like to major in, or once you have focused your thinking to include a number of choices, you should contact the office of the department or program and make an appointment to speak to one of the faculty members. The more lead time you allow yourself in the process the better able you will be to formulate a course of study that meets all your interests and concerns.

Fill out forms with a faculty member from your chosen department. This process permits you to think about the rest of your time at SUNY/Purchase in a coherent fashion. The declaration of major form requires the signatures of your major advisor and the chair of your department.

Turn in forms to your major department. Keep one for your own records, and turn the third copy in to the Registrar's Office. Congratulations! You have a Major!!!!!

GETTING TO KNOW YOUR FACULTY ADVISOR

Your faculty advisor is your guide to achieving your chosen major and college degree. It is important to get to know him/her as a resource when choosing your upcoming classes and elective courses. If conflicts arise between you and administrative offices, go to your faculty advisor and discuss the issues at hand. Your faculty advisor can act as a trouble shooter for you and advise you to resolving your conflicts.

PLACES TO GO FOR FURTHER ADVICE

Career Development Office	Campus Center South	251-6500
Counseling Services	Humanities Building	251-6390
Dean for Student Affairs	Campus Center South	251-6030
Registrar's Office	Humanities Building	251-6360